

Year 10	<p><b>Child Development</b></p> <p>1.1 Aspects of Holistic Development</p> <ul style="list-style-type: none"> <li>1.1.1. Physical</li> <li>1.1.2. Cognitive</li> <li>1.1.3. Communication and Language</li> </ul> <p>Social and Emotional</p>	<p><b>Factors that Influence the Child's Development</b></p> <p>2.1 Nature and nurture</p> <p>2.2 Biological and environmental factors</p> <p>2.3 Effects of biological and environmental factors</p> <p>2.4 Transitions</p> <ul style="list-style-type: none"> <li>2.4.1 Types of Transitions</li> <li>2.4.2 The impact of transitions on child development</li> </ul> <p>2.5 Support Strategies</p>	<p><b>Care Routines, Play and Activities to Support the Child</b></p> <p>3.1 Basic care needs</p> <p>3.2 Basic care routines and play activities to support the child's development</p> <ul style="list-style-type: none"> <li>3.2.1 Basic care routines</li> <li>3.2.2 Play activities</li> </ul> <p>3.3 The role of the EYW during play activities</p>	<p><b>Early Years Provision</b></p> <p>4.1 Types of early years provision</p> <p>4.2 The purpose of early years provision</p> <p>4.3 Types of early years settings</p> <p>4.4 Variation in early years provision</p>	<p><b>Legislation, Policies and Procedures in the Early Years</b></p> <p>5.1 Regulatory authority</p> <p>5.2 Legislation and frameworks which underpin policy and procedure</p> <ul style="list-style-type: none"> <li>5.2.1 Legislation, framework, policy and procedure definitions</li> <li>5.2.2 Legislation</li> <li>5.2.3 Health and safety procedure</li> <li>5.2.4 Equality and inclusion procedure</li> <li>5.2.5 Safeguarding procedure</li> <li>5.2.6 Confidentiality procedure</li> </ul>	<p><b>Expectations of the Early Years Practitioner</b></p> <p>6.1 Appearance</p> <p>6.2 Behaviour</p> <p>6.3 Attendance and punctuality</p>
<p><i>Links: SMSC/PD/careers/visits: WSL – Key words; WSN – Timeline; PSHE – understanding development of self and others, understanding of factors that can affect development, particularly environmental such as poverty etc., signs of abuse, equality, diversity and inclusion.</i></p>						

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Year 11	<p><b>Roles and Responsibility within Early Years Settings</b></p> <p>7.1 Early years practitioner roles            7.2 Partnership working in the early years                7.2.1 How partnership working benefits the child, family and practitioner            7.3 Specialist roles within the early years settings            7.4 Specialist roles outside the early years settings</p>	<p><b>The Importance of Observations in Early Years Childcare</b></p> <p>8.1 Observation and recording methods                8.1.1 How observations support child development                8.1.2 Objective and subjective observation                8.1.3 Components of recording observations                8.1.4 Different methods of observation                8.1.5 Sharing observations</p>	<p><b>Planning in Early Years Childcare</b></p> <p>9.1 The purpose of a child-centred approach            9.2 The purpose of a planning cycle            9.3 The planning cycle</p>	Non Examined Assessment	External Assessment Revision/Preparation	External Assessment
<p><i>Links: SMSC/PD/careers/visits: WSL – Key words.</i></p>						

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Year 12	<p>Unit 3 – Principles of Health and Social Care Practice</p> <p>A Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals B Examine how organisation, legislation and guidance inform practice in health and social care C Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice.</p>	<p>Unit 3 – Principles of Health and Social Care Practice</p> <p>A Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals B Examine how organisation, legislation and guidance inform practice in health and social care C Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice</p>	<p>Unit 3 – Principles of Health and Social Care Practice PSA</p> <p>Unit 1 – Human Lifespan Development</p> <p>A: Human growth and development through the life stages B: Factors affecting human growth and development across each life stage C: Health and social care promotion, prevention and treatment at different life stages</p>	<p>Unit 1 – Human Lifespan Development</p> <p>A: Human growth and development through the life stages B: Factors affecting human growth and development across each life stage C: Health and social care promotion, prevention and treatment at different life stages</p>	<p>Unit 1 – Human Lifespan Development</p> <p>A: Human growth and development through the life stages B: Factors affecting human growth and development across each life stage C: Health and social care promotion, prevention and treatment at different life stages</p> <p>Unit 1 exam</p>	<p>Unit 2 – Anatomy and Physiology</p> <p>A: Organisation of the human body B: Body systems C: Disorders of the body and effect on body systems</p>
<p><i>Links: SMSC/PD/careers/visits:</i></p> <ul style="list-style-type: none"> <li>• H&amp;SC linked work experience to be done during work experience week.</li> <li>• Visit to H&amp;SC careers events run by the NHS usually in Nov</li> <li>• Various H&amp;SC online work experience sessions run throughout the year from <a href="https://www.s4snextgen.org/">https://www.s4snextgen.org/</a> and <a href="https://www.speakersforschools.org/inspiration/">https://www.speakersforschools.org/inspiration/</a> run by NHS and Education Relationship Manager</li> </ul>						

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Year 13	<p>(From 2026) Unit 2 – Anatomy and Physiology</p> <p>A: Organisation of the human body B: Body systems C: Disorders of the body and effect on body systems</p>	<p>Unit 2 – Anatomy and Physiology</p> <p>A: Organisation of the human body B: Body systems C: Disorders of the body and effect on body systems</p>	<p>Unit 2 – Anatomy and Physiology</p> <p>Exam</p> <p>Unit 7 – Health Science</p> <p>A Understand the concepts of microbiology relevant to health science B Examine the role of microorganisms in human health and disease C Understand the factors that can influence the development of diseases and infections D Investigate the impact of diseases and their treatment in a global context.</p>	<p>Unit 7 – Health Science</p> <p>A Understand the concepts of microbiology relevant to health science B Examine the role of microorganisms in human health and disease C Understand the factors that can influence the development of diseases and infections D Investigate the impact of diseases and their treatment in a global context.</p>	<p>Unit 7 – Health Science</p> <p>A Understand the concepts of microbiology relevant to health science B Examine the role of microorganisms in human health and disease C Understand the factors that can influence the development of diseases and infections D Investigate the impact of diseases and their treatment in a global context.</p> <p>PSA</p>	
<p><i>Links: SMSC/PD/careers/visits:</i></p> <ul style="list-style-type: none"> <li>• Visit to H&amp;SC careers events run by the NHS usually in Nov</li> <li>• Various H&amp;SC online work experience sessions run throughout the year from <a href="https://www.s4snextgen.org/">https://www.s4snextgen.org/</a> and <a href="https://www.speakersforschools.org/inspiration/">https://www.speakersforschools.org/inspiration/</a> run by NHS and Education Relationship Manager</li> </ul>						